

**FOREIGN LANGUAGE LEARNING ENJOYMENT AMONG INDONESIAN  
UNDERGRADUATE STUDENTS**

**A Thesis**

**Presented to Department of English Language Education as Partial Fulfilment of the  
Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education**



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UNDERGRADUATE STUDENTS**

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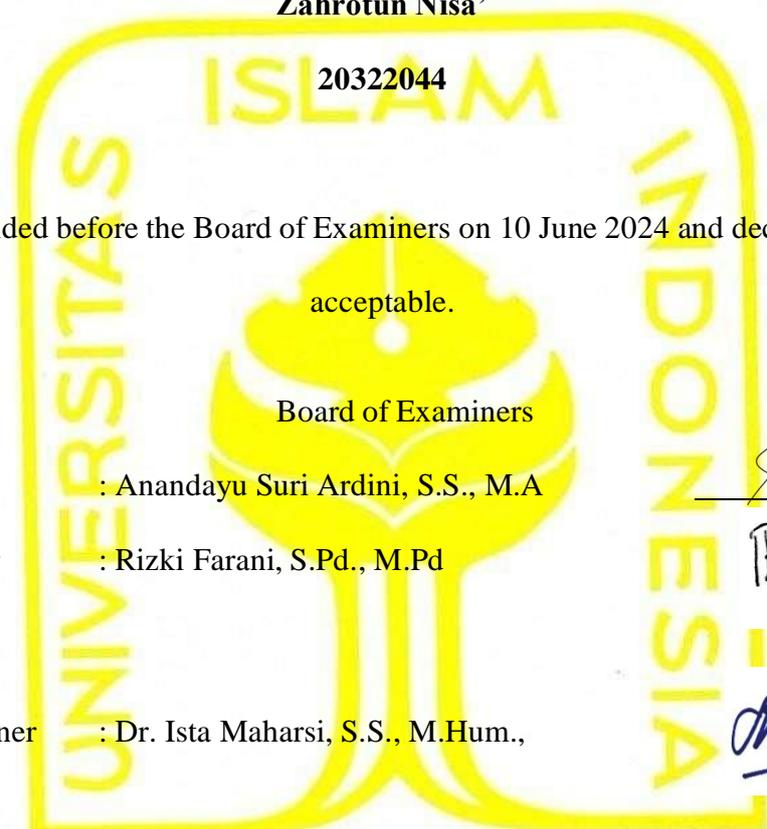
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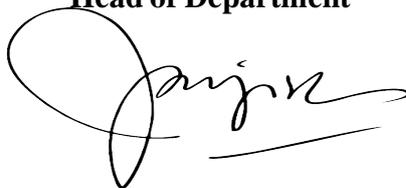
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## STATEMENT OF WORK'S ORIGINALITY

I honestly declare that my thesis entitled "Foreign Language Learning Enjoyment among Indonesian Undergraduate Students" does not contain the work or parts of the work of other people, with the exception of those mentioned in quotations and references, as expected from a scientific paper.

Yogyakarta, 20 Mei 2024  
The Researcher



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## **MOTTO**

Don't be afraid, I'm (Allah) with you all the time, listening and seeing.

*"Taha: 46"*

## **DEDICATION**

In the name of Allah, the greatest dedication of this thesis is to my beloved parents, Mr. Eko Purwanto and Mrs. Luluk Kholisah for endless love, support and prayers. I also dedicate this thesis to my beloved brother Hafid Anshory and Bagus Khabibullah, as well as my beloved man, my best friends, and everyone who loves me. Last but not least, for myself, I am so proud of you, Girl.

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Since this thesis is far from perfection, the author totally welcome and appreciate any feedback and suggestions. Hopefully, this thesis will be useful to readers and can be a reference for future research.

Yogyakarta, 20 Mei 2024

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## ABSTRACT

Enjoyment is one of the most prominent topics to be explored and investigated deeper due to its nature as a positive emotion in foreign language learning. Therefore, this study aims to describe the Foreign Language Enjoyment (FLE) level of Indonesian Undergraduate EFL students. This research employed a survey as a quantitative method. Based on the convenience sampling method, a total of one hundred and forty-four learners of English as a foreign language (EFL) at one of universities in Indonesia participated in this study. They completed the FLE Scale (FLES) questionnaires adopted from (Dewaele & MacIntyre, 2014) which consist of 21 items on a 5-point Likert scale. 21 questions were divided into two aspects, FLE private and FLE social (teacher support and peer support). The analysis was carried out using Microsoft Excel and Statistical Package for Social Science (SPSS) version 26 to determine the mean of the variables. Statistically, descriptive data analysis shows that the learners had a medium to medium-to-high level of Foreign Language Enjoyment (FLE) indicated by the mean value ( $M=3.83$ ) which was higher than the possible middle point on a 5-point scale (2.5). Furthermore, this study also reveals that the most dominant aspect influencing enjoyment of the foreign learners is FLE social in the teacher support subscale. The implication of this study is that students still need to practice self-regulation in how to improve their own enjoyment in learning. Besides that, both teachers and students must create collaboration in learning, especially in fostering enjoyment in FL learning.

*Keywords: Academic Enjoyment, EFL Undergraduate students, Foreign Language Enjoyment*

# CHAPTER I

## INTRODUCTION

### **1.1 Background of The Study**

Since the field of Second Language Acquisition (SLA) first emerged, scholars and literature on second language (SL) and foreign language (FL) learning have placed a large focus on learners' cognitive processes as well as ability factors such as working memory, intelligence, and competence. Positive psychology should be implemented in SLA because it is necessary to examine and influence students' emotions, so that they can develop and move toward their desired goals in the future. It is not new that the concept of certain emotion may either facilitate or hinder the acquisition of a second language (Mierzwa, 2019). The positive psychology movement in SLA has boosted Foreign Language Enjoyment (FLE) research. FLE happens when students are able to find appropriate responses to their psychological needs in the classroom.

Emotion is one of the most significant and widely researched factors that influences second or foreign language (SL/FL) learning among other factors (Liu & Hong, 2021). Two categories of emotions, namely positive and negative emotions, can be used to predict students' performance or academic achievement in foreign language courses (Taufik et al., 2021). Enjoyment is an example of a positive emotion that is frequently connected to how students experience learning, particularly in English learning. Extensively, many language educators realize that increasing the learning experience of each individual learner is very important (Dewaele & Alfawzan, 2018). Some efforts to improve are to help learners develop and maintain the motivation, persistence, and also positive emotions needed in long-term language learning. Nevertheless, the role of positive emotion cannot be separated from the role of negative emotions in language learning, both of them are influential in the experience of language learners.

The concept of "enjoyment" is a fundamental and universally recognized aspect of human experience. Enjoyment has drawn the most attention from researchers out of all the positive emotions that have been studied so far, including love, pride, enjoyment, and flow (Dewaele et al., 2018). Enjoyment was frequently related and compared with anxiety because both are opposing emotions: negative and positive. It is not a new idea that negative emotions such as anxiety, boredom, embarrassment, and self-doubt hinder the progress of FL development. Anxiety can have a negative impact on students' learning processes by causing them to avoid engaging in FL learning. Consequently, students' anxiety may affect how well they are able to comprehend, process, and produce the target language.

Historically, FLE has been associated with a large number of variables, including age (Dewaele & MacIntyre, 2014), gender (Dewaele & MacIntyre, 2016), self-efficacy, engagement, and vocabulary learning (Ibaraki University, Japan & Oyama, 2022), achievement (Li et al., 2018), and attitudes toward SL/FL (Dewaele et al., 2018). FL enjoyment was also compared with FL anxiety (FLA) in terms of their connection with language proficiency. In this regard, there are two studies that carried out by (Dewaele & Alfawzan, 2018). In the first study, 189 foreign language students from two secondary schools in London participated. In the second study, the participants were Saudi Arabian adult English language learners.

Despite the fact that many relevant studies of FLE can be found within the literature, it is obvious that the level of Indonesian students' language learning enjoyment certainly needs to be described to extent the current literature and also as a consideration for improvement in the English language teaching area. Therefore, this study aims to describe the FLE level of Indonesian EFL students

## **1.2 Identification of the Problem**

Historically, the impact of negative emotions has dominated research that examines the factors influencing learners' performances in a foreign language (Özer & Altay, 2021). Due to

the issue of anxiety (FLA) being investigated more often in the learning process, FLE is still very rarely discussed in the Indonesian context. In fact, enjoyment is also the most important factor in the learning process, especially in language learning. If students' FLE level is high, it means they feel enjoy, happy and comfortable in language learning. This also means that students also have high motivation, interest, and their abilities will improve easily.

### **1.3 Formulation of The Problem**

This research attempts to answer the following question: What is the FLE level of Indonesian EFL students?

### **1.4 Objectives of the Study**

This research aims to describe the FLE level of English Language Education undergraduate students in Indonesia.

### **1.5 Significances of The Study**

The result of this research can help to provide or enrich the result of a survey of empirical evidence regarding the FLE level of English Language Education undergraduate students in the Indonesian context to make it more specific. This research will present the FLE level of students which can also be useful for the learning process on campus because both lecturers and students can understand students' needs and interests in learning English.

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Foreign Language Enjoyment

Enjoyment is frequently mentioned by both teachers and students as a concept that appears to be relevant to language learning and may be an important part of the learning process. Enjoyment is an emotion, it is not about what we think, but about how we feel. Theoretically, enjoyment refers to "*joy, interest, fun, and lack of boredom*" in a Second Language (SL) environment (Li & Wei, 2023). In the language learning context, FLE is defined as a feeling of joy toward the teacher, the environment, and the learning process (Pan & Henan University, 2022). Enjoyment is an important component of the emotions that surround the core emotion of joy (Dewaele & MacIntyre, 2014). In educational context, enjoyment also describes as a positive emotion that may increase and strengthen students' awareness of language input, broaden their experience and acquisition of adaptive knowledge, exploration, and encourage engagement (Mierzwa, 2019). As the name suggests, enjoyment refers to emotions, specifically the sense of pleasure and excitement that students experience when learning FL (Dewaele & Proietti Ergün, 2020).

The attention of scientists is attracted by the fact that enjoyment is the most typical and common positive emotion experienced by learners of foreign languages. Language learners frequently comment on how much or how little they enjoyed a specific language learning activity, course, and class session. The process of language learning will involve two key sources of enjoyment on a daily basis: developing interpersonal relationships and making progress toward a goal (Dewaele & MacIntyre, 2014).

Foreign Language (FL) learning is a psychological process that can be influenced by a wide range of emotions. Enjoyment is a positive emotion that focuses on activities that have

been proven to improve students' academic achievement. Therefore, Foreign Language Enjoyment (FLE) is linked to academic achievement and foreign language proficiency in a positive way (Dewaele & MacIntyre, 2016). FLE plays a role in increasing intrinsic and extrinsic motivation to learn FL, widening the acquisition of adaptive knowledge and individual experience, as well as increasing the learner's awareness of language input.

The dynamics attached with FLE can be seen in its two core components of definition, social and private. This is consistent with the results of factor analysis that FLE consists of two related factors: private FLE and social FLE (Dewaele & MacIntyre, 2016). Internal feelings such as pride, fun, and a sense of accomplishment reflected the private FLE. Meanwhile, the social side of FLE is reflected in classroom laughter, shared legends, and friendly relationships with teachers and peers.

## **2.2 Previous Studies**

Many related studies have been published since Dewaele and MacIntyre developed the FLE scale. The first study on FLE (Dewaele & MacIntyre, 2014), "The two faces of Janus? Anxiety and enjoyment in the foreign language classroom", used a large international sample and found that Asian participants reported lower FLE and higher foreign language classroom anxiety. The participants were 1746 FL learners from around the world. Using an internet-based survey, the study explores both Foreign Language Enjoyment (FLE) and Foreign Language Classroom Anxiety (FLCA) as a positive and negative emotion. If FLE and FLCA have a high degree of correlation, it is possible to argue that FLE and FLA are a Janus-faced concept. The authors developed a new FLE scale that will be used in this present study. The final scale includes 21 items that represent various aspects of FLE (interest, fun, creativity, and pride) as well as a positive environment in the FL class (teacher and peers).

Furthermore, a follow-up study was also conducted by (Dewaele & MacIntyre, 2016)

on principal component analysis (PCA) from the same dataset, which focused on the two FLE factors (Social and Private) that emerged from the quantitative analyses. The data-validation variation of a convergent parallel design (Cresswell & Plano Clark, 2011), can be used to characterize this study's approach to data analysis. This study design is effective and efficient, especially for large samples, because both quantitative and qualitative data are collected at the same time. The study's findings, which demonstrate the independence of social and private FLE, identified three factors that accounted for a total 45% of the variance. FLCA was the first factor, accounting for 26% of the variance, followed by social FLE (13% of the variance) as the second factor and the third factor is private FLE (6% of the variance). This study revealed that in the social FLE context, when students interact meaningfully with their peers or teachers, the social life of the classroom becomes quite obvious. However, in fact, there are many classroom activities that may be fun and enjoyable for some students, but may not be for other students. One person's enjoyment may not necessarily be another person's enjoyment.

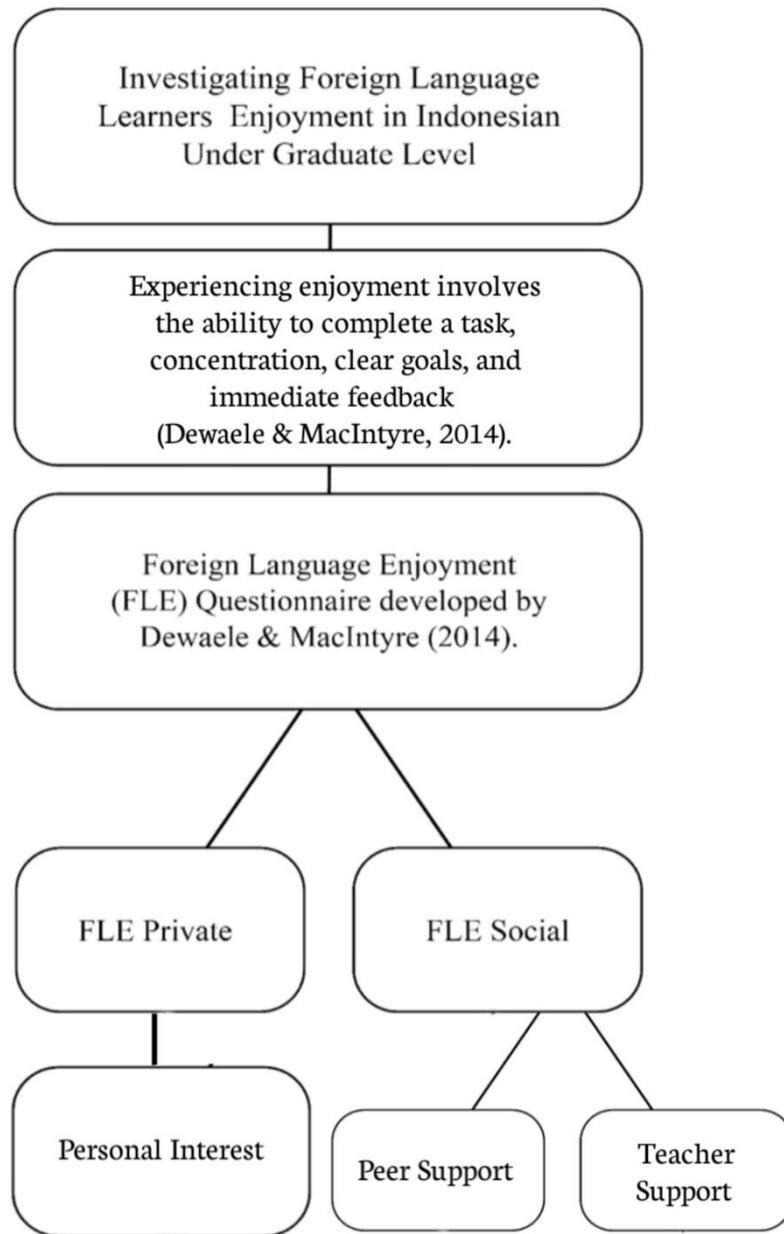
Similar idea was developed by (Dewaele et al., 2018) to investigate whether and to what extent a variety of learner internal variables and teacher or classroom specific variables in one specific educational context are related to both foreign language classroom anxiety (FLCA) and foreign language enjoyment (FLE) in particular. It is important to consider both positive and negative feelings at once because they represent the learners' left and right foot, respectively, as they progress toward mastering the FL (Dewaele and MacIntyre, 2016). This study showed that there was a small but significant negative relationship between FLE and FLCA, with the dimensions sharing less than 4% of the variance. An interesting finding, unexpectedly, higher teachers' use of FL was associated with more FLE but not more FLCA.

In connection with FLE investigations, Taufik et al. (2021) have also conducted a study to investigate the impact of positive emotions (FLE) and negative emotions (FLA) on English task value in the context of Indonesian students. Quantitative non-experimental methods and

convenience sampling techniques were used in this study, which involved 163 Indonesian senior high school students. Researchers immediately distributed FLE scale (Dewaele & MacIntyre, 2014), FLCA scale, and Motivated Strategies for Learning Questionnaire (MSLQ) questionnaires to be completed by participants. For the results, the study revealed that there was a significant impact of FLE on English task value scores and there was no significant relation of FLA on English task value scores. This indicates that the participant with a higher FLE score, the English task value score is also higher. On the other hand, the FLA score has no relation to the English task value score. Therefore, it can be concluded that only FLE could significantly predict English task value.

### **2.3 Conceptual Framework**

The purpose of the current study is to describe the FLE level of Indonesian EFL students. Dewaele and MacIntyre (2014) stated that experiencing enjoyment involves the ability to complete a task, concentration, clear goals, and immediate feedback. There are two components contained in the FLE Questionnaires, namely private FLE and social FLE. FLE Private is related to language learning itself. Meanwhile, Social FLE is related to supportive peers, teachers, and also environment. This research is survey study which the instrument used in this research is the FLE Questionnaire developed by (Dewaele & MacIntyre, 2014).



*Figure 1 Conceptual Framework of FLE*

## **CHAPTER III**

### **RESEARCH METHOD**

#### **3.1 Research Design**

This research used a survey design which was a quantitative method by nature. The research was designed as a descriptive quantitative study to determine the level of foreign language learners' enjoyment. Due to its suitability for data collection, this design was chosen for this research.

#### **3.2 Population and Sample**

The current research was conducted at one of the universities in Yogyakarta. This research aims to investigate the FLE level of undergraduate students, so the criteria of this population is undergraduate students majoring in English education. Therefore, a total of 225 undergraduate students of the English Education Department from batch 2020 until 2023 were the population of this research. The researcher chose this population because they were preservice teachers, especially in Foreign Language (English) classes. Batch 20, who have completed internships as teachers in various schools, undoubtedly require knowledge of FLE to improve their teaching skills in learning. Similarly, Batch 21 and 22 have taken Instructional Design and Teaching Methods classes. Apart from that, for Batch 23, because they are still in their early semesters, this research is extremely beneficial in raising their awareness of enjoyment in FL class. As a result, this research is very beneficial and relevant to the population that has been chosen.

This research used a non-probability sampling technique, specifically the convenience sampling method, to determine the sample numbers. This sampling method aims to collect data from a large population that meets specific practical conditions like accessibility, availability at a specific time, or geographic suitability. For the calculation, this research used Slovin's formula to help researcher determine the bare minimum of sample results obtained from

respondents. Slovin (1960) developed a formula to calculate sample size, particularly if there is uncertainty about the population's behaviour. Therefore, the number of samples is calculated using Slovin's formula, as follows:

$$n = N / (1 + (N \times e^2))$$

Explanation:

n: Number of samples

N: Number of populations

e: Error rate (5% = 0,05)

The calculation of the sample is:

$$n = N / (1 + (N \times e^2))$$

$$n = 225 / (1 + (225 \times 5\%^2))$$

$$n = 225 / (1 + (225 \times 0,05^2))$$

$$n = 225 / 1,5625$$

$$n = 144$$

$$n = 144$$

For the result, based on the calculation above, the number of samples is 144. The error rate used is 5% because it is impossible to achieve 100% perfect results in every study.

### **3.3 Data Collection Technique**

#### ***3.3.1 Research Instrument***

The instrument of this research was FLE Scale (FLES) by Dewaele and MacIntyre (2014). Dewaele and MacIntyre (2014) developed the FLE questionnaire to assess learners' FLE level. It consists of items ranging from "strongly disagree (1)", "disagree (2)", "Undecided (3)", "agree" (4), to "strongly agree (5)". All items referring to FLE were phrased positively. FLE scale was classified into two categories: FLE private and FLE social. FLE private was

measured using the learning subscales, items 1 to 13. Whereas, FLE social was measured using the subscales for teacher support (items 15, 16, 17) and peer support (items 14, 18, 19, 20, and 21).

The details of this description can be found in the Table:

Table 3.1

Dewaele and MacIntyre (2014) Description of scale on Foreign Language Enjoyment (FLE)

Description	Scale
Strongly Disagree	1
Disagree	2
Undecided	3
Agree	4
Strongly Agree	5

*Table 1 Description of Scale on Foreign Language Enjoyment (FLE)*

### 3.3.2 Validity

Validity is obtaining data that appropriate with the purpose of using the measuring instrument. Generally, there are two types of validity that are considered to have particular importance in the literature, namely construct validity and content validity. This research was validated using content validity. Content validity is based on logical analysis and is not a statistically calculated validity coefficient. The measure's content validity ensures that it covers a large enough set of points that represent the concept. If all questions are appropriate to measure what they are supposed to measure, there is no doubt that content validity has been met. The researcher adopted a questionnaire (Dewaele & MacIntyre, 2014) and also used a consultation process with the thesis supervisor.

### 3.3.3. Reliability

Based on Dewaele & MacIntyre (2014), the Cronbach's Alpha reliability coefficient of the FLE scale for the current research was measured as (0.86). This research will have strong and consistent reliability, if it is indicated by the Cronbach Alpha value being greater than (.86).

Case Processing Summary		N	%
Cases	Valid	146	100.0
	Excluded <sup>a</sup>	0	.0
	Total	146	100.0

*Table 2 Case Processing Summary*

Reliability Statistics	
Cronbach's Alpha	N of items
.909	21

*Table 3 Reliability Statistics*

### **3.3.4 Data Collection Procedure**

FLE Questionnaires adopted from (Dewaele & MacIntyre, 2014) and not translated into Indonesian because it will be distributed to English language education students. Then, the researcher verified the instrument's content validity by discussing it with the supervisor. The data were collected using Google Form. The link of the Google Form was shared on students' social media groups, especially WhatsApp. Apart from that, the researcher also visited several classes of English Language Education students, especially for the class of 2021, 2022, 2023, to shared the Google Form link to participants directly.

### **3.4 Data Analysis Technique**

Statistically, to calculate the data, the researcher used Microsoft Excel 2016 and SPSS 26 (*Statistical Package for The Social Sciences*) software. Then, to analyze this research data, Descriptive Statistics was used to determine the variables' medians, standard deviations, the highest value, and also the lowest value of the data.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### 4.1 Research Findings

In this session, the researcher presented the results of a statistical descriptive analysis, which included the mean value for each item of FLE Questionnaire. As a result, the table below shows the findings of the FLE Questionnaires, from the highest mean value to the lowest mean value.

*Table 4 Descriptive Statistics for Items in FLES*

Items	FLE	Aspect	M	SD
13	Making errors is part of the learning process	Private	4.34	0.91
16	The teacher is friendly.	Teacher support	4.27	0.75
11	It's cool to know a FL.	Private	4.26	0.85
17	The teacher is supportive.	Teacher support	4.25	0.76
8	I've learnt interesting things.	Private	4.12	0.80
12	It's fun.	Private	4.11	0.78
15	The teacher is encouraging.	Teacher support	4.08	0.82
10	It's a positive environment	Private	4.01	0.80
18	There is a good atmosphere.	Peer support	4.00	0.82
1	I can be creative.	Private	3.95	0.85
4	I enjoy it.	Private	3.94	0.78
14	The peers are nice.	Peer support	3.86	0.78
9	In class, I feel proud of my accomplishments.	Private	3.74	0.84
6	I learned to express myself better in the FL.	Private	3.68	0.91
21	We laugh a lot.	Peer support	3.66	0.97
19	We form a tight group.	Peer support	3.58	0.87
20	We have common "legends," such as running jokes.	Peer support	3.50	0.86
7	I'm a worthy member of the FL class.	Private	3.48	0.90
5	I feel as though I'm a different person during the FL class.	Private	3.25	3.91
2	I can laugh off embarrassing mistakes in the FL.	Private	3.19	0.99
3	I don't get bored.	Private	3.14	0.94
	<b>Total</b>		<b>3.83</b>	<b>0.51</b>

Based on the results of data analysis, the descriptive data reveals three major findings. The first finding, item means on the 5-point scale ranged from 3.14 to 4.34 which was higher than the potential midpoint (2.5). The lowest item mean value (3.14) out of 21 items is item #3 which states about boredom and represents the private aspect of FLE. The low mean value of

Item #3 "*I don't get bored*" indicates that most students feel bored when studying FL which certainly contradicts enjoyment.

The next finding, the highest mean value (4.34) is item #13 "*Making errors is part of the learning process*" which represents the private aspect of FLE. This indicates that making mistakes does not have a significant impact on how much they enjoy learning FL since they are still able to have fun in FL class even if they make some mistakes. On the teacher support subscale, item #16 "*The teacher is friendly*" has the second highest mean value and it is included in the social aspect of FLE. This indicates that the teacher plays an important role for students in learning FL. Students believe that having a supportive teacher increases their enjoyment in the FL class.

Statistical analysis shows that private aspects (personal interests and motivation) and positive environment (teacher support) in foreign language classes are the dominant aspects. The other items with high item mean scores, such as items #11, #17, and #8, also reflected the positive environment and interesting aspects of the FL class which were occasionally created by the teacher and also personal aspects. In contrast to personal and teacher support aspects, peer support tends to be considered as an aspect that has a lower impact on students' enjoyment of FL classes. This is evidenced by the low mean value of peer support items compared to other items.

The third finding is that the overall mean score ( $M = 3.83$ ,  $SD = 0.51$ ) was higher than the possible middle point on a 5-point scale (2.5). Even though the score is not very high, this indicates that students experienced a medium or medium-to-high level of FLE, which was connected to learners' interest, fun, creativity or the supportive and positive environment in the FL (English) learning process.

#### 4.1.1 Private FLE

As explained before, FLE scale was classified into two categories: FLE private and FLE social. FLE private was measured using the learning subscales, items 1 to 13. The following table shows the results of the statistical analysis of private FLE.

*Table 5 FLE Private*

<b>Item</b>	<b>Private FLE</b>	<b>Mean</b>	<b>SD</b>
13	Making errors is part of the learning process.	4.34	0.91
11	It's cool to know a FL.	4.26	0.85
8	I've learnt interesting things.	4.12	0.80
12	It's fun.	4.11	0.78
10	It's a positive environment.	4.01	0.80
1	I can be creative.	3.95	0.85
4	I enjoy it.	3.94	0.78
9	In class, I feel proud of my accomplishments.	3.74	0.84
6	I learned to express myself better in the FL.	3.68	0.91
7	I'm a worthy member of the FL class.	3.48	0.90
5	I feel as though I'm a different person during the FL class.	3.25	3.91
2	I can laugh off embarrassing mistakes in the FL.	3.19	0.99
3	I don't get bored.	3.14	0.94
	<b>Total</b>	<b>3.79</b>	

In the private aspect of FLE, the highest mean value ( $M = 4.34$ ,  $SD = 0.91$ ) is item #13 “making errors is part of learning”, which also represents the highest mean value overall of the 21 item FLE scale. Besides the fact that foreign language learners experience medium or medium-to-high levels of enjoyment, item #3 which represents boredom as a negative emotion is the lowest mean value, both in the FLE private scale and also overall FLE scale compared to the others. The low mean value of the item “I don't get bored” indicates that the majority of foreign language learners feel bored while studying FL (English). Furthermore, according to the descriptive analysis results, FLE private is the second highest most significant aspect that influences the enjoyment of foreign language learners', with a mean value of 3.79.

#### 4.1.2 Social FLE

In terms of social aspects, FLE social scale items are classified into two categories: teacher support and peer support, which represent non-personal involvement such as a positive environment, motivation, and support in the FL class. Items 15, 16, and 17 represent teacher support, whereas items 14, 18, 19, 20, and 21 represents peer support. The following tables show the statistical results of data from the teacher support and peer support aspects.

*Table 6 FLE Social (teacher-support)*

Item	Teacher Support Subscale	Mean	SD
16	The teacher is friendly.	4.27	0.75
17	The teacher is supportive.	4.25	0.76
15	The teacher is encouraging.	4.08	0.82
	<b>Total</b>	<b>4.20</b>	

The statistical data presented above reveals that teacher support aspect is the most dominant factor influencing foreign language learning in FL class. It can be proven by the highest mean value of teacher support aspect ( $M = 4.20$ ), compared to other aspects. In the teacher support aspect, the highest mean value ( $M = 4.27$ ) is item #16 "*The teacher is friendly*". On the FLE scale as a whole, this item had the second highest mean score after private aspects. On the FLE scale as a whole, this item also received the second highest mean score after private aspects. This indicates that friendly and pleasant teachers play an important role in the enjoyment of foreign language learners in FL classes. In contrast to item #16, item #15 "*The teacher is encouraging*" has the lowest mean value on the teacher support aspect ( $M = 4.08$ ).

*Table 7 FLE Private (peer-support)*

Item	Peer Support Subscale	Mean	SD
18	There is a good atmosphere.	4.00	0.82
14	The peers are nice.	3.86	0.78
21	We laugh a lot.	3.66	0.97
19	We form a tight group.	3.58	0.87
20	We have common "legends," such as running jokes.	3.50	0.86

	<b>Total</b>	<b>3.72</b>	
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In contrast to the teacher support aspect, the peer support aspect has the lowest mean value ( $M = 3.72$ ) among the three aspects. It indicates that peer support has a smaller and less significant impact on the enjoyment of foreign language learners. Apart from that, each item representing peer support also had a low mean value on the FLE Scale as whole. In terms of peer support, item #18 "*There is a good atmosphere*" has the highest mean value,  $M = 4.00$ . Meanwhile, item #20 "*We have common "legends", such as running jokes*" has the lowest mean value,  $M = 3.50$ . This demonstrates that foreign language learners are uncomfortable with their peers in the context of jokes because they believe they do not share the same interesting stories that cause them to joke or tell each other.

#### **4.2 Discussion**

The overall findings show that undergraduate students at one university in Indonesia have a medium to medium-high FLE level ( $M=3.83$ ,  $SD=0.51$ ). According to the respondents' perceptions, the most influential aspect of FLE comes from their personal factors, specifically the statement "*making errors is part of the learning process*" which has the highest mean value among all items ( $M=4.34$ ,  $SD=0.91$ ). Since learning is a process, the majority of students believe that making mistakes is a tolerable and inevitable part of FL (English) learning. Instead of viewing students' mistakes as a "failure in learning," it should be seen that making mistakes is evidence of knowledge or skills that "have yet to be learned" and as an important part of the learning process (Gabas et al., 2023). Importantly, mistakes can be an effective tool for tailoring instruction to students' specific needs and also facilitating learning processes. Therefore, the mistake is evidence of learning because it indicates that students are progressing, improving, and have reached a transition stage.

Interestingly, other findings reveal that the social aspect in teacher support subscale has

the second highest mean value and also the fourth highest in statistical analysis. These items represent and demonstrate students' perceptions that friendly and supportive teachers have a significant impact on FLE. It is in line with research on the characteristics of effective English teachers which states that an effective teacher can make learning more fun, enjoyable and creative so that it can increase students' level of seriousness and their comprehension of the material (Tatipang et al., 2022). Friendly teachers are able to build good relationships and interactions with students so they can create an enjoyable environment during FL learning. This is also related to (Tatipang et al., 2022), teachers who develop a positive relationship with their students can facilitate the students to improve their academic performance.

Though most students believe it is interesting and cool to know FL (English), in fact, they psychologically feel bored when studying FL. It is evidenced by the lowest mean value for the boredom item “3.14” with a standard deviation of 0.94, indicating that most students believe boredom is the most experienced emotion in FL learning when compared to other emotions. This is supported by (Obergruesser & Stoeger, 2020), who state that two of the most frequently experienced achievement emotions among students in learning are enjoyment and boredom. Students experience boredom when there is a discrepancy between an individual's personal goals and the assignments given or even if there is no specific goal (Pekrun, 2011).

## CHAPTER 5

### CONCLUSION & RECOMMENDATION

This chapter presents and defines the conclusion based on the research findings in the previous chapter and also provides some recommendations for the future research.

#### 5.1 Conclusions

This study was successful in describing and assessing the level of foreign language learners' enjoyment among Indonesian undergraduate students, as stated in the research objectives. According to the research findings, the researcher concludes that the level of Foreign Language Enjoyment (FLE) among Indonesian Undergraduate students is medium or medium-to-high indicated by the mean value ( $M=3.83$ ) which was higher than the possible middle point on a 5-point scale (2.5). As explained before, there are two aspects of FLE scale including private and social factors (teacher support and peer support) of FLE. In conclusion, the data analysis result reported that the most dominant aspect of students' FLE is the teacher support aspect which represents FLE social ( $M=4.20$ ). The private aspect of FLE, which represents personal interests and motivation, is the second most important factor influencing EFL students' enjoyment. This can be proven by the second highest mean value of FLE private ( $M=3.79$ ). Furthermore, the statistical analysis revealed that the peer support factor had no significant impact on students' FLE, as evidenced by the lowest overall mean score ( $M=3.72$ ) on this subscale compared to the others.

#### 5.2 Recommendations

In relevance to the findings of the study, recommendations for future researchers were proposed. This study used FLE Scale developed by Dewaele & MacIntyre (2014) to investigate and determine the level of Foreign Language Enjoyment (FLE) among Indonesian Undergraduate students. Since this study is still quite limited in scope, for recommendation,

the future researchers should expand and conduct a larger study with a larger quantity of samples and a more diverse range of participants' backgrounds. Furthermore, it is also recommended that the future researchers correlate this topic of study to other aspects in order to increase and maximize its impact in the field of education.

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## APPENDIX

### The FLE scale

To what extent do you agree with the following statements?

**1 = Strongly disagree**

**4 = Agree**

**2 = Disagree**

**5 = Strongly agree**

**3 = Undecided**

No.	Items	1	2	3	4	5
1	I can be creative.					
2	I can laugh off embarrassing mistakes in the FL.					
3	I don't get bored.					
4	I enjoy it.					
5	I feel as though I'm a different person during the FL class.					
6	I learnt to express myself better in the FL.					
7	I'm a worthy member of the FL class.					
8	I've learnt interesting things.					
9	In class, I feel proud of my accomplishments.					
10	It's a positive environment.					
11	It's cool to know a FL.					
12	It's fun.					
13	Making errors is part of the learning process.					
14	The peers are nice.					
15	The teacher is encouraging.					

16	The teacher is friendly.					
17	The teacher is supportive.					
18	There is a good atmosphere.					
19	We form a tight group.					
20	We have common “legends”, such as running jokes.					
21	We laugh a lot.					